

**PARENT-TEACHER COOPERATION FOR PROMOTION OF
PRIMARY EDUCATION IN RURAL AREAS IN INDIA**

Sponsored by UNESCO, PROAP, Bangkok Under the Asia and Pacific
Programme of Educational Innovations for Development (APEID)

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New Delhi

August 1990

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ACKNOWLEDGEMENT

We are grateful to Prof. P.N. Dave, Head, Department of Pre-School & Elementary Education, NCERT, New Delhi, for his able guidance in the conduct of this study. But for his help and cooperation it would not have been possible to complete it on time.

Our special thanks are due to Shri Niaz Beg Mirza, District Education Officer, Udaipur, Rajasthan, for facilitating the collection of data and conducting interviews with teachers and parents. We are also thankful to the District Officer Gaziabad, Uttar Pradesh for his help in collecting the data in Dadri Block. We appreciate the efforts made by Directors of Education, Directors of State Councils of Educational Research & Training in different States/UTs. for sending the related data/information.

Sincere thanks are also due to Mrs. Shanti Kabir, Founder President of National Parent Teacher Association of India for providing vital information on the development of the movement of Parent Teacher Cooperation in India.

Help rendered by all the Head teachers/teachers of primary schools is also gratefully acknowledged.

We appreciate the contribution of Shri R.K. Sharma for efficiently bringing out this report on the Word Processor.

We also gratefully acknowledge the financial grant provided by UNESCO Regional Office for Asia and Pacific, Bangkok for carrying out this study in India.

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CHAPTER I

INTRODUCTION

1.1 Background

Education to be true must concern itself with the all-round development of the WHOLE child. Apart from the basic aspects of education, a child needs help in many directions. Teacher and school play an important role in the process of education. No one can, however, ignore or minimise the part played in this effort by other agencies like the home, and the community. It is now universally recognised that the school, the society and the home must be woven into one fabric and then only will the school activities acquire a purposeful meaning.

In modern times, the role of home and the community in educating a child has been getting more and more importance as the teacher can not understand and take care of the needs of each individual child during the short stay of the child in the school every day. The family environment, to a large extent, determines the quality of the personality of each individual. It is the family that provides the most significant psychological and socialization process for each child. And, hence, the need for bringing 'home' and 'school' nearer and nearer.

But merely recognising the need and importance of parent-teacher cooperating with each other for the welfare of a child is meaningless unless real efforts are made on both sides to sit together and help each other in taking care of the child.

The need for cooperation of home and school acquires greater importance in view of the problems being faced in developing countries in achieving the targets of Universal Primary Education.

To study the extent of success achieved in bringing about parental cooperation in making educational programmes more meaningful, UNESCO PROAP Bangkok initiated a study with a focus on parent-teacher cooperation for promotion of primary education in rural areas and difficult educational contexts. It was stipulated that the study should cover mainly the following areas:

1. Indepth analysis and assessment of Parent Teacher Cooperation practices and their contribution to the promotion and effective management of primary education;
2. Identification and analysis of major issues, gaps and difficulties faced in forging active and meaningful cooperation between parents and teachers; and

3. Innovative strategies and methods for harnessing functional and effective cooperation between parents and teachers for promotion of primary education.

NCCERT being the Associate Centre of APELD was called upon to undertake this study in India. An effort was, therefore, made to study the extent of Parent Teacher Cooperation existing in the present system of education, its organisation and the views of the concerned agencies on ways to make it effective with reference to the problems of Universalisation of Elementary Education.

1.2 Universalisation of Elementary Education

Promotion of primary education in the rural areas and in difficult educational contexts has received great importance in the country in the context of the achievement of targets of universalisation of elementary education for which the nation is constitutionally committed ever since the formulation and adoption of the Constitution in 1950. Article 45 of the Indian Constitution stipulates:

"The state shall endeavour to provide within a period of ten years, from the commencement of the Constitution for free and compulsory education for all children until they complete the age of fourteen years". (The constitution of India, Govt. of India Press, Delhi, 1960, p. 26)

Achievement of this goal, a demand for which emerged as early as 1878 and for the acceptance of which National leaders like Gopal Krishna Golhale made salient efforts between 1901 and 1917, has eluded the Nation inspite of concerted efforts. What was expected to be achieved by 1960, within ten years of the adoption of the Constitution, is still unrealised and the National Policy on Education (1986) puts the target for its realisation to 1990 for the age group 6-11 years and to 1995 for the age group 6-14 years. Earlier the education Commission (1964-66) noted that 'In view of the immense difficulties involved such as lack of adequate resources, tremendous increase in population, resistance to the education of girls, large number of children of the backward classes, general poverty of the people and illiteracy and apathy of parents, the realisation of constitutional directive has remained unfulfilled'.

The commission had recommended:

"7.08(3) while the constitutional directive will be fulfilled in some places such as urban areas or advanced states as early as in 1975-76, all the areas in the country should be able to provide five years of good and effective education to all the children by 1975-76 and seven years of such education by 1985-86" (Report of the Education Commission 1964-66, p.151)

The Education commission while stressing the need for opening of new primary schools to improve the provision of education also suggested the offering of part-time education at the upper primary stage to offer both; certificate oriented and functional education programmes. This position was accepted by the National Policy on education (1968). Inspite of these pronouncements, the achievement of this target has remained unrealised.

The achievement of this target encompasses universal enrolment of children in the age group 6-14 years and their retention in the schools for the full cycle of elementary education covering eight years of schooling. It is equally important to ensure that children make adequate progress in their studies and attain specified levels of achievement through eight years of schooling. The period 1950 to 1974 which is often termed as the 'expansion phase' witnessed an unprecedented expansion in schooling facilities supported by the holding of enrolment drives for the achievement of universality of enrolment and grant of scholarships and stipends to weaker sections of the society for the achievement of universality of retention. Simultaneously, attempts were made to improve the quality of education through improvement of teacher education programmes, textbooks, supervisory practices and remuneration of teachers. Inspite of all these efforts, the problems of non-enrolment, premature withdrawal from schools and inadequate progress in studies resulting in repeating classes never allowed the achievement of the target of universalisation of elementary education. According to the Fifth All India Educational Survey, for which selected statistics as on September 30, 1986 have been recently released, the 'Gross Enrolment Ratio for classes I-V (6-11 years) was 93.63 as against 81.65 in 1978. These ratios for boys and girls were 106.42 and 79.89 respectively. The Gross Enrolment Ratio for classes VI-VIII (11-14 years) was 48.51 as against 37.94 in 1978. These ratios for boys and girls were 60.61 and 33.57 respectively'. There is also an imbalance in the march towards the achievement of targets of universalisation of elementary Education. Except the States of Andhra Pradesh, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Nagaland, Sikkim, Tamil Nadu and Tripura and the Union Territories of Dadra & Nagar Haveli, Daman & Diu, Lakshadweep and Pondicherry, the target is yet to be achieved even for the age group 6-11 years in terms of Gross Enrolment Ratios. The lowest achievements are in the States of Bihar (79.13), Jammu & Kashmir (79.96), Rajasthan (80.31), Uttar Pradesh (69.29) and West Bengal (78.86) and the Union Territory of Chandigarh (80.55). The Gross Enrolment Ratio for this age group for the country as a whole has been identified as 93.63. In the age group 11-14 years, none of the States and UTs except Goa has been found to have a Gross Enrolment Ratio of above 100 and states of Andhra Pradesh (39.53), Arunachal Pradesh (34.43), Bihar (29.92), Madhya Pradesh (43.70), Nagaland (41.63), Orissa (40.71), Rajasthan (38.96), Uttar Pradesh (40.61) and West Bengal (41.01), and Union

Territory of Dadra & Nagar Haveli (43.79) have been found to have a Gross Enrolment Ratio of less than the GER for the country as a whole (48.51).

Studies on wastage and stagnation undertaken in the country indicate that economic and social factors have played a major part in giving rise to premature dropout and stagnation cases. These cases dilute the efforts for the achievement of the target. An assessment of retention rates assumes importance in this context. A correct assessment of retention rates that indicate the number of children that move to class V and VIII out of every 100 children that are enrolled in class I in a given year can be obtained through cohort studies. A rough estimate can be made by comparing the enrolments in classes VIII and V with enrolments in class I in a given year. Based on this criterion, the Fifth All India Educational Survey has recently found that as on 30 September, 1986, there were 31.11 children in class VIII and 49.28 in class V against every 100 children enrolled in class I. This would suggest that even with Gross Enrolment Ratios of above 100 for the age groups of 6-11 or 11-14 years, there is a lot of ground to be covered for Universalisation of Elementary Education. The Gross Enrolment Ratios even otherwise do not provide a true index of participation rates because of the enrolment of both underage and overage children in the lower and upper elementary school stages. The lower participation rates of girls as compared to boys reveals another dimension of the problem. The Fifth All India Educational Survey reveals that percentage of girls enrolment to total enrolment increased from 38.27 in 1978 to 41.16 in 1986 in grades I to V and from 32.70 to 35.45 in grades VI to VIII for the country as a whole. Lagging far behind the National average of 41.16 percent were States of Bihar (33.16), Jammu & Kashmir (32.75), Madhya Pradesh (38.35), Rajasthan (28.02) and Uttar Pradesh (34.21) and the Union Territory of Dadra & Nagar Haveli (40.71) in classes I to V. In classes VI to VIII against the All India average of 35.45 percent, States of Bihar (29.19), Haryana (31.34), Jammu & Kashmir (34.65), Madhya Pradesh (27.54), Rajasthan (19.75) and Uttar Pradesh (26.52) showed lower participation rates for girls. This indicates the success that has been achieved so far in the achievement of the target of Universalisation of Elementary Education.

1.3 Emergence of Non-formal Education Programmes

It is to be noted that although it was realised that the insistence on full time attendance in the schools stood in the way of children coming from poorer strata of society as they were required to look after domestic work in the homes during the school hours, the provision of education following a single channel in the form of full-time schools was considered inadequate. Realising the problems faced in the achievement of the target, the Central Advisory Board of Education (CABE) which

is the highest decision making and policy framing body in the field of education, made a recommendation in its meeting on 5th November, 1974 which read:

"IV(2). The Board is convinced that the goal of universal education can not be realised through the exclusive reliance on the formal system of education with its single point entry, sequential character and full time professional teachers. The Board, therefore, recommends that a radical reconstruction of the existing system should be carried out through the adoption of multiple entry system and a large scale programme of part-time education for those children who cannot attend schools, for some reason or the other, on a whole time basis. Programmes for such reconstruction should, therefore, be drawn up in all states, and their implementation should begin from the next academic year at the latest. A massive programme of educating public opinion in favour of these changes should be launched by the Central Government, State Departments of Education, State Councils of Educational Research & Training/State Institutes of Education, the Inspectorates and the Teaching Community. The State Departments of Education should make special efforts, to orient the teachers to meet the new challenges. The curricula needed for the purpose, the necessary learning and teaching materials and techniques will have to be immediately prepared by the State Councils of Educational Research & Training/State Institutes of Education" (Central Advisory Board of Education: 37th session, New Delhi, 1974, Para 1V).

The Working Group on Universalisation of Elementary Education, set up by the government of India in 1977, suggested a still bolder policy in its Interim Report. It reads:

"4.07. At present our motto is : either full-time education or no education at all. This does not suit the hard realities of life because most children (about 70 percent of the total) have to work in or outside the family and are, therefore, compelled to dropout on the ground that they can not attend on a full time basis. They could receive education on a part-time basis but our system does not provide such education. We propose a major change in this policy and recommend a new motto : every child shall continue to learn in the age group 6-14 years, on a full time basis, if possible and on a part-time basis, if necessary". (Working Group on Universalisation of Elementary Education - Interim Report, p.9)

A review of the developments in the field of non-formal education was undertaken in the context of the formulation of the National Policy on Education (1986). The "Challenge of Education - A Policy Perspective" released by the Government of India in August 1985 contained two major observations in the context of

E programmes. These observations are:

"3.13. In the context of elementary education, the new initiative through the Non-formal Education Programme also needs some mention. This programme started only towards the end of the sixth Five Year Plan in the nine educationally backward states. It incorporates a much greater measure of flexibility in terms of teacher pupil ratio, qualifications of teachers, timing of classes, speed of learning, etc. Initially, it was conceived to meet the needs of dropouts, especially girls, who, it was felt, could not come to the regular schools because of other pressures and pre-occupations. Now, faced with other constraints, non-formal education is being assigned a very large responsibility in relation to the achievement of Universalisation of Elementary Education by 1990. It is expected that of the additional 64 million children coming up for elementary education, nearly 39 million will be educated entirely through this system".

"3.14. To date, no systematic study of the effectiveness of Non-formal Education is available. It is being argued by some educational planners that this may not be a viable alternative to school education. There are difficulties in the effective monitoring and evaluation of its implementation. These arguments have to be balanced against the necessity of using some mechanism to reach children outside the formal education system". (Challenge of Education-A Policy Perspective, p.39-40)

The National Policy on Education (1986) contained four major provisions on Non-formal Education. These are:

"5.8. A large and systematic programme of non-formal education will be launched for school drop-outs, for children from habitations without schools, working children and girls who cannot attend whole-day schools".

"5.9. Modern technological aids will be used to improve the learning environment of NFE centres. Talented and dedicated young men and women from the local community will be chosen to serve as instructors and particular attention paid to their training. Steps will be taken to facilitate their entry into the formal system in deserving cases. All necessary measures will be taken to ensure that the quality of non-formal education is comparable with formal education."

"5.10. Effective steps will be taken to provide a framework for the curriculum on the lines of the national core curriculum, but based on the needs of the learners and related to the local environment. Learning materials of high quality will be developed and provided free of charge to all pupils. NFE programmes will provide participatory learning

environment, and activities such as games and sports, cultural programmes, excursions, etc."

"5.11. Much of the work of running NFE centres will be done through voluntary agencies and Panchayati Raj institutions. The provision of funds to these agencies will be adequate and timely. The government will take over-all responsibility for this vital sector." (National Policy on Education-1986, p.11-12).

The Programme of Action released by the Government of India in the context of implementation of the National Policy on Education (1986) assumed, 'the NFE can result in provision of education comparable in quality with formal schooling'. The special features of NFE listed in this document included a learner-centred approach, emphasis on learning rather than teaching, organisation of activities to enable the learners to progress at their own pace, use of efficient techniques to ensure fast pace of learning, stress on continuous learner evaluation, equivalence in scholastic achievements with formal schooling particularly in language and maths, creation of participatory learning environment, organisation of joyful extra-curricular activities, and provision of facilities and incentives to girls and children and DT/SC categories at par with formal school system.

It can be observed that non-formal education as an instrument to achieve targets has gained ground in educational planning. The reasons for this change in outlook are understandable. Universalisation of Elementary Education, as has been noted above, is not only dependent on universality of provision of education but more importantly on the universality of enrolment and universality of retention. Flexibility in the fixation of learning hours and shorter duration of studies each day are two major characteristics of the programme of non-formal education which aim at helping such learners, who for various socio-economic reasons, find it inconvenient to attend the formal full-time-schools. These provisions could greatly facilitate their participation in the process of learning.

1.4 Parent Teacher Cooperation

Parent-teacher cooperation in the promotion of primary education has all along been emphasised in the country in the context of efforts made for the Universalisation of Elementary Education. The indifference of the parents towards the education of their children which hampers the achievement of the targets of Universalisation of Elementary Education arises out of the illiteracy of the parents on the one hand and their poverty on the other hand which compels them to withdraw the child from the school to work with them in the home or on the farm. These problems are mainly faced in the rural areas which lack a sound

traditional base for learning and in the contexts of specific population groups like girls as a general category and children of Scheduled Tribes and Scheduled Castes as a specific category along with other backward communities. Efforts for universality of enrolment as also universality of retention can not succeed without the cooperation of the parents. Problems have been faced in the country in connection with even the universal provision of schooling facilities because of resource constraints. Naik (1966) argued:

"In my opinion, we would be well advised to adopt the French system of administration of elementary education under which the elementary teachers would be servants of the State Governments and all non-teacher matters would be looked after by the local communities or village panchayats. I hold the view that there is no substitute, in elementary education, for the keen interest which a parent should take in the education of his child. This does not exist very largely in our society at present, because of mass illiteracy; and we try to make up for it in other ways, such as improvement of supervision over the village school. I would like to state categorically that all such attempts have failed and are doomed to failure, and that the one concrete programme on which we will have to concentrate, during the next three Plans, would be to develop mass education and to awaken every parent to his responsibility for the education of his children. If this could be done and there seems to be no escape from it, either in the short or in the long run it will be necessary to associate the local community, which consists of conscious parents, with the local elementary school. (Naik, J.P.; Elementary Education in India - The Unfinished Business; Asia Publishing House; Bombay; 1966; (p.46).

In the context of 'Strategy and Priority' in the same book, Naik (1966) argued:

"We have somehow failed to see the fact that a crash programme of elementary education (and it is precisely this which the Constitution visualised) cannot be put across in an overwhelmingly illiterate society. For instance, so many of the evils of our system of elementary education arise from one single factor, the illiteracy of the parents, e.g. their general apathy to education, resistance to sending girls to schools, lack of interest in the school, progress of their children which, in its turn, leads to such deficiencies as absenteeism, stagnation and wastage, etc."

Pre-service teacher education programmes for primary school teachers have all along had a component of 'social service' which under the new formulations of the National Council of Teacher

Education under the title 'National Curriculum for Teacher Education - A Framework 1980' has been incorporated as 'working with the community'. It has been given a significant place in the programme as 20% of the credits are ascribed to this area. Community service, seeking the cooperation of the parents, understanding the community and its problems form an inseparable part of the course. It can be assumed that teachers have had an exposure to the need for seeking cooperation of the parents in promoting elementary education in the country.

Emphasis on parent-teacher cooperation is discernible in the provisions made for setting up Village level Education Committees for the promotion of education in the National Policy on Education (1986). The Programme of Action (POA) formulated for the implementation of the Policy visualised:

"36. A Village Education Committee comprising not more than 15 members with representatives from Parents, Panchayats, Cooperatives, Women, Scheduled Castes/Scheduled Tribes, Minorities and local Development Functionaries will be constituted to look into the over-all management of all educational programmes at the village level." (p.203)

How effective has parent-teacher cooperation been in the rural areas and in the context of specific needs of deprived children has not been assessed adequately in the country. There is an untested assumption that teachers are seeking this cooperation and getting it in adequate measure. Research in this area has been too scant to throw light on major issues. The importance of parent-teacher cooperation has all along been appreciated at different levels but the extent of its availability and the problems faced in this area need to be carefully studied. This is what this study is aimed at.

1.5 Statement of the Problem

The problem is stated as:

A STUDY OF PARENT TEACHER COOPERATION FOR PROMOTION OF
PRIMARY EDUCATION IN INDIA.

1.6 Objectives of the Study

The specific objectives of the study can be stated as:

(i) to carry out an indepth analysis and assessment of parent-teacher cooperation practices and their contribution to the promotion and effective management of primary education;

(ii) to identify and analyse major issues, gaps and difficulties in forging active and meaningful cooperation between parents and teachers; and

(iii) to work out innovative strategies and methods for harnessing functional and effective cooperation between parents and teachers for promotion of primary education.

1.7 Definitions of Terms Used

Primary Education

This is the first stage of formal schooling and broadly covers the age group 6-11 years. It is the first stage of Elementary Education which covers the age group 6-14 years. The second stage which succeeds it is known as upper primary stage.

Rural Areas

Rural areas are geographical areas having Panchayats as units of local administration, population below defined limits and major occupations as agriculture or related to agricultural products.

Difficult Educational Contexts

Difficult educational contexts are provided by specific segments of population which have traditionally remained deprived of education for various socio-economic reasons. Four major groups in this category are girls as a general group and children belonging to Scheduled Castes and Scheduled Tribes as a specific group. The third group relates to children of other backward communities which are variously designated in different parts of the country. The last group covers physically and mentally handicapped children.

Parent Teacher Associations (PTAs)

These are bodies constituted in schools and have representatives of parents and teachers. (In some states, these Associations have been set up under administrative instructions.) The general purpose of setting up these Associations is to facilitate effective cooperation of parents and teachers in the functioning of the school.

1.8 Scope and Delimitations of the Study.

The focus of the study is on identification of parent-teacher cooperation practices as available in the rural areas of the country. It covers only the stage of primary education. Limitations, mainly of time, have not permitted a full mapping of current practices in all parts of this vast country. The scope of the study has been delimited to a study of practices in the ten educationally backward states which face characteristic problems of promotion of primary education. The time span available for the study coincided with the closure of schools for summer vacations (two months beginning 15th May) and limited its scope to a coverage of only one block each in two of the ten backward states.

1.9 Significance of the Study

Universalisation of Elementary Education is still an unachieved target in the country. Parent-teacher cooperation in the promotion of elementary education is accepted as having considerable impact on the achievement of this target. The study will draw attention to the significant practices, achievements, gaps and difficulties available in this field. Its significance lies in making this information available to the teachers and educational administrators to facilitate adoption of better cooperation practices.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The most important constituents of an educational system are the child, the teacher and the parents. It is through their interaction that any system of education can hope to survive. Though there exists a lot of communication between the teacher and the child, the parents and the child, yet to complete the triangle there is a need to have effective communication between the teachers and the parents. In modern times, in view of the expansion of education, explosion of knowledge and changing needs of the society and the individual, the need for parents and teacher to meet frequently is being increasingly felt.

Although an organised movement in the direction of encouraging cooperation between home and school was initiated as early as 1952 in India, yet in all these four decades it has not been able to make much dent in the system. Very little attention has been paid to this important area at the administrative level and whatever has been initiated, has not been followed up adequately. The reasons are many and need to be studied in depth.

It is unfortunate to note that this important area has not attracted the attention of researchers also to the extent it should have. Very few research studies have been undertaken on the subject.

The Surveys of Research in Education, Rich (1974, 1977 and 1986) report only one study at the secondary school stage taken up at the Ph.D. level. The special issue on Research in Education of Teacher Today, a magazine of the Education Department Rajasthan, contained reference to four research studies taken up at the M.Ed. level. NCERT (1970) carried out a survey on the Parent Teacher Association, in India. Daljit (1966) carried out a research study at M.Ed. level at the Punjabi University. The literature, other than research work, available on the subject consisted of souvenirs, reports and books. A review of this literature is given below.

The Survey of Parent Teacher Associations, NCERT (1970)^{1/} was an investigative study undertaken in Phase II of the Second Educational Survey of India. The objectives of the survey were to determine the popularity of PTA's among the schools; trace the origin and development of the movement in the country, study the participation of parents in PTAs; study the functions and organisation of PTAs; and, study the activities of PTAs.

^{1/} Parent Teacher Associations - A Survey; 1970; NCERT, New Delhi-16 (Mimeographed).

The major findings of the survey, were--

- parent teacher associations are not very popular in school system. The State (Goa) having the maximum number of PTAs had them only in 432 schools (22.3%). Only two more states (Maharashtra and Tamil Nadu) had PTAs in 10.7% and 17.7% schools while in rest of the states the number was negligible.

Out of the total number of schools (1940) from which responses were received and which had PTAs, 875 (77.7%) were primary schools, 464 (29.0%) middle schools, and 519 (45.2%) secondary schools. Two schools did not furnish information about the category of the school.

- about 75.5% PTAs were in coeducational institutions, 17.4% in boys' schools, and 7.8% in girls' schools.

About 50% PTAs were in government managed schools while the remaining 50% were equally divided in schools managed by local bodies and schools under private management.

60% of PTAs were in rural schools and 20% in urban schools.

only 26.33% PTAs had written constitution.

- the key positions in PTAs were almost evenly shared by parents and teachers. In 80% of PTAs, parents were chairman and teachers were secretaries.

More than 50% of PTAs met less than 4 times a year.

about 17% PTAs charge membership fee from parents. About 50% of these charge membership fee from teachers also.

2.1% PTAs granted scholarships, 15% gave free books and 33.3% gave free uniforms to the needy children.

suggestions for improvement of school were received from community through 59% PTAs.

- about one third PTAs helped in getting cash donations from the community; 17.7% PTAs could help raise donation of land; 19.7% helped in donations of building and 77% helped in raising of voluntary labour.

Daljit (1966)2/ conducted a study on the status of Parent-Teacher Associations on a limited sample of schools.

Mr. Daljit Singh, A Critical Study of Parent-Teacher Associations in Patiala City, 1966, State College of Education Patiala (Punjab University), Unpublished M.Ed. Dissertation.

The Dissertation in part for the degree of Master y was delimited to the sc educational centre having a tional and degree colleges dary, middle and primary dle, 12 primary schools)

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The results of the study revealed that:

- (i) parent teacher cooperation and achievement of students were positively and significantly related;
- (ii) interest of parents in the education of their children was high (moderate), though it was mainly proxy tendency;
- (iii) there was also a positive relationship between parental interest and achievement scores of their children;
- (iv) much of the work done by PTA is of present aims of parent-teacher contact rather than parent teacher cooperation;
- (v) parents, teachers, teacher educators and heads of institutions seemed to realise the importance of the role of parent teacher cooperation in any programme of effective schooling, but discussion revealed that the concept of parent-teacher cooperation remained misunderstood and somewhat vague to all of them.

Besides the above, the following research studies were included as part of dissertations for M.Ed:

- (a) Dashima, Mahendra Kumar; A Comparative Study of Parent Teacher Cooperation in Secondary School of Bihar City, 1975;
- (b) Singh, Harendra; Contribution of Parent Teacher Cooperation in Secondary School of Bihar City, 1977;
- (c) Tiwari, Jankishore; Expectations of Parents from Programmes in School in Rural Areas, 1977;
- (d) Sharma, Ananda Lal; A Study of the Perceptions of Head Teachers with regard to Perceptions of Parents, Students and Teachers of Secondary School in Bihar City, 1986.

(Abstracts of these studies were not available and therefore we were not possible to provide the findings of these studies.)

Search for the literature on parent teacher cooperation for education of children did not bring out any encouraging bits. Though a lot of material is available which has been written in other countries but no publications are available in Indian context. Some publications have devoted one/two pages to this area as follows:

Naik, J.P. 4/ in his book 'Elementary Education in India' has discussed the role Village Panchayats can play in primary education.

Dr. Naik has emphasized the need for bringing primary schools in close association with the local community through some organizations of the type of Parent Teacher Associations, or institutions having elected representatives of the local community such as Village Panchayat, due to the following reasons:

- (a) The modern trend all over the world is to make the primary school a centre for local community and such integration with the community is also an essential part of the scheme of Basic Education.
- (b) Compulsory education can never become effective in rural areas until the local community is made to take interest in the local school and is made adequately responsible for the enforcement of compulsory attendance.
- (c) The general experience, based on the attempts made in some areas, is that local communities come forward to contribute and equip the local schools and even to provide free mid-day meals to poor children.

Assuming that Village Panchayats would be associated with the administration of local primary schools, Shri. Naik enumerated the functions of Village Panchayats such as - to assist the Panchayat Samitis in the preparation and implementation of plans for development of primary education in their areas; to provide adequate accommodation and equipment for local primary schools; to provide for the welfare of the children attending the schools; to exercise supervision of local schools as prescribed or directed by Panchayat Samitis; to provide (subject to available, or to be) poor children with slates, books, clothes and other educational equipments; to be responsible for proper management of school funds; and, to make provision for drinking water and other necessary amenities required by school children.

Sudha Kulkarni 5/ in her book 'Parent Education: Perspectives and Approaches' has dealt in detail with a very important area 'parental education' with the objective of helping teachers in schools and pre-schools, and social workers in the field who tell about parent education without much funding the full implications of the subject.

4/ Naik, J.P.; Village Panchayats in Primary Education, Appendix I; Elementary Education in India; 1966, Asia Publishing House, New Delhi.

5/ Kulkarni, Sudha, Parent Education: Perspectives and Approaches, 1970, Rawat Publications, Jaipur.

To help teachers to use the national models on which some of the programmes are being designed and tried, the book provides information and guidelines pertaining to issues like:

-- Why should parent education be initiated as an organised movement?

What are and should be the goals of parent education?

- What are the broad curricula - areas to be included in parent education programmes?

-- How should content be introduced to parents?

-- What are the specific methods of educating parents in pre-schools (or similar setting)?

What are the desirable qualities of parent educator?

Though the major purpose of the book is to provide knowledge of different aspects of parent education as part of a professional course, yet reference to the Indian situations is a major undercurrent.

The chapter on 'Need for Educating Parents' discusses in detail the changes in the structure of the family in the context of Indian socio-cultural conditions.

One of the chapters 'Movement of Parent Education in India and Other Countries' describes the parent education movement as it emerged in India. Some of the efforts of the government and voluntary organisations in the area have also been discussed.

Anutai Vagh (2) wrote a booklet on parent and community participation in the pre-school programme as part of ECE Instructional Material Series, the development of which was initiated by Department of Pre-School and Elementary Education in Delhi.

The booklet discusses the significance and need of cooperation of parents and teachers to solve the problems related to the education of pre-school children. The methods suggested are - home visits by teachers; school visits by parents; parents meetings; picnics in children's homes; and parental social gatherings.

2/ Vagh, Anutai (Ms.); "Parent and Community Participation in the Pre-School Programme; 1984, NCERT, New Delhi.

CHAPTER III

DESIGN AND PROCEDURE

To achieve the objectives of the study specified in the preceding chapter, an attempt was made to select primary schools in the rural areas of two of the ten educationally backward states. These states were Rajasthan and Uttar Pradesh which happen to have a sizeable portion of low enrolment and retention of children in primary schools. The data for the study were collected from teachers, parents and supervisors connected with the selected schools through questionnaires/interviews. Details about the existence of Parent-teacher Associations in primary schools and the existence of district or state level Associations were also called for from the state level agencies working in the field of elementary education. This chapter provides the specifics of design and procedure covering the sample drawn, tools designed for collection of data and statistical/descriptive procedures followed for the interpretation and analysis of data.

3.1 Design

The study followed a survey design methodology as the major emphasis in the objectives had been to collect information about the current practices in the domain of parent-teacher cooperation for the promotion of primary education in rural areas. The survey covered three major dimensions, viz (i) the extent of existence of Parent-Teacher Associations in the primary schools, their constitution, frequency of meetings, collection of funds and their utilisation; (ii) the extent of involvement of the parents in these associations and the benefits arising out of this involvement; and (iii) the vision of the teachers on the need and importance of soliciting cooperation of the parents and the steps to be taken to improve this cooperation. The differential context of the survey was provided by the states and the views of the teachers, parents and supervisors interviewed for this purpose. Specific information about states and schools are provided in the sample drawn.

3.2 Sample

Two states of Rajasthan and Uttar Pradesh from amongst the ten educationally backward states were selected for a survey of current practices of parent-teacher cooperation in the field of elementary education. Primary schools in one block of each of these states were selected for study. The names of these blocks and the number of schools in each block included in the sample of the study are given below:

S.No.	Name of the State	Name of the District	Name of the Block	No. of primary Schools included in the sample
1.	Rajasthan	Udaipur	Mavli	119
2.	Uttar Pradesh	Gaziabad	Dadri	74

The questionnaire was got filled by one teacher in each school who in a large majority of schools happened to be the Head teacher. In some schools, however, the absence of the Headteacher necessitated the filling up of the questionnaire by an assistant teacher in consultation with his colleagues. The same procedure was adopted by the Head teachers in filling in the questionnaire.

The sample of teachers, parents and supervisors selected for interviews remained incidental as only such parents and supervisors as were available at the time of visit were included in the sample. One teacher from every tenth school in the sample and three parents from every twentieth school in the sample were interviewed. the number of teachers and parents interviewed is given below:

S.No.	Name of the block	No. of Teachers interviewed	No. of Parents interviewed	No. of supervisors interviewed
1.	Mavli (Rajasthan)	17	18	2
2.	Dadri (Uttar Pradesh)	8	12	2
Total		20	30	4

3.3 Tools Used

The data were collected using five tools which were specifically developed for the study and finalised in consultation with teachers in primary schools. These tools were:

Questionnaire for the State Level Authorities (DSLA)

It was used to collect information on functioning of PTAs from state level authorities

- | | |
|---|---|
| 2. Questionnaire for School Teachers (DST) | It was used for collection of information on formation of PTAs from schools |
| 3. Interview Schedule for Teachers (IST) | It was used for interviewing teachers |
| 4. Interview Schedule for Parents (ISP) | It was used for interviewing parents. |
| 5. Interview Schedule for Supervisors (ISS) | It was used for interviewing supervisory staff |

A description of these tools is given below:

3.3.1 Questionnaire for State Level Authorities (DSL A)

The questionnaire was developed to collect information from state level authorities regarding formation of PTAs in primary schools and the existence or otherwise of state level or district level associations of Parents and Teachers. It was also aimed at getting an assessment of effectiveness of functioning of PTAs from the state level authorities. It was designed in consultation with the Director of State Institute of Education Himachal Pradesh who happened to be available at Delhi at the time of designing the tool. The tool is given in Appendix 1.

3.3.2 Questionnaire for School Teachers (DST)

This questionnaire was designed to collect specific information from school teachers on (i) the formation and functioning of PTAs in the schools; (ii) the effectiveness of these associations; and (iii) the need for strengthening parent teacher cooperation in the schools. The tool had a focus on current practices, achievements and views on strengthening this effort. The tool was designed after visits to four local primary schools and was finalised after try out on these schools not included in the sample. The tool is given in Appendix 2.

3.3.3 Interview Schedule for Teachers (IST)

The tool was designed to interview a few teachers to find out what they felt about the success of efforts made for seeking cooperation of parents in promoting primary education. It was designed and finalised in consultation with local school teachers in Delhi not included in the sample. The tool is given in Appendix 3.

3.3.4 Interview Schedule for Parents (ISP)

The tool was designed to interview parents on the efforts made by teachers in seeking their cooperation for the promotion

of primary education. It was finalised after a try out on some parents connected with rural primary schools in Delhi not included in the sample. The tool is given in Appendix 4.

3.3.5 Interview Schedule for Supervisors (ISS)

The tool was designed to find out from the supervisors the role played by them in promoting parent-teacher cooperation for the promotion of primary education. They were asked to give their opinions on whether they checked the work of teachers in this domain at the time of their visits to the schools and if they participated in efforts made by teachers in seeking cooperation of the parents. The tool is given in appendix 5.

3.4 Data Collection

The questionnaire for state level authorities was mailed out to the Directors of Primary Education and the Directors of State Institutes of Education in each State/Union Territory. The Director of Education is the administrative head of the school set up and the Director of State Institute of Education is the head of the apex academic institution in each state looking after school education. It was expected that both these officers in each state would provide concise and accurate information on the position of parent-teacher cooperation for the promotion of primary education in their respective states. It was felt that this would help in formulation of a country wide picture within a short span of time available for the study.

The questionnaire for school teachers had to be got administered through the District Inspector of Schools in Rajasthan and a senior Head teacher of a primary school in Uttar Pradesh as it was otherwise found difficult to reach the schools before onset of summer vacations.

The interviews with teachers, parents and supervisory staff were carried out through visits to selected schools.

3.5 Analysis and Interpretation

This being a survey study, descriptive procedure has been used to present the data. This being a survey study of its own type, the emphasis has been on understanding the existing practices, gaps and problems faced by functionaries at different levels.

CHAPTER IV

PRESENTATION OF DATA

In the collection of data for the study an attempt was made to build a profile of work done in the area of parent teacher cooperation at the primary school stage in the rural areas of the country both at the macro as well as microlevels of operation. In this effort, greater attention had to be paid to the identification of structural patterns available in the form of Parent Teacher Associations (PTAs) functioning at the school level as well as at the District, State and National levels. Simultaneously an identification of non-structural patterns obtained in the sampled schools was attempted. Thus an attempt was made to present a nationwide picture of work done in this area on the one hand and an indepth analysis of work done in the sampled schools on the other hand.

The collection of data from the sampled schools presented considerable difficulties as a major part of the time allowed for the study got lost on account of the closure of the schools for summer vacation. Thus data from the schools had to be collected mainly between April 20 and May 15, 1990. The data from State level agencies and National and State level PTAs were collected from May to July 1990.

Macro Level Data

4.1 Report from State Level Authorities

In order to develop a profile of work done in the area of parent-teacher cooperation all over the country, the questionnaire developed for the state level authorities was mailed to (i) The Directors of Education (Primary) in all the States/UTs and (ii) The Director of State Councils of Educational Research and Training (SCERTs)/State Institutes of Education (SIEs). The Director of Education as the administrative head of the school set up was expected to know the position with regard to the setting up of PTAs in the schools and the problems and difficulties faced in this area of work. The Director of SCERT/SIE as head of the apex academic organisation at the school stage in the state was expected to know the position in this area as an academic concern effecting school education. There are 25 states and 7 union territories in the country to which this questionnaire was sent to the Directors of Education. Likewise there are 13 SCERTs and 14 SIEs in which Directors were requested to fill in the questionnaire.

From the Directors of Education, responses were received from only 4 states and one union territory viz. Tamil Nadu, Mizoram, Nagaland, Maharashtra and Union Territory of Andaman and Nicobar.

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formation of Village Level Education Committee and encouragement to parents and village leaders to discuss educational issues with teachers were reported to be the measures for improving cooperation between parents and teachers.

From the SCERTs/SIEs, responses were received from 10 States and one Union Territory, viz., Maharashtra, Tamil Nadu, Assam, Punjab, Himachal Pradesh, Rajasthan, Nagaland, Jammu, Uttar Pradesh, Haryana and Union Territory of Chandigarh. This response worked out to around 40% of the total population. The major points covered in the responses were:

Himachal Pradesh and Punjab advised a reference to be made to the Director of Education indicating that they had no information on the subject.

Tamil Nadu requested the Secretary, Tamil Nadu Parent Teacher Association to supply the data. This action was in line with the action taken by the Director of Education.

Assam reported non-receipt of the questionnaire while Nagaland reported that there was no PTA in the state. Jammu and Uttar Pradesh also reported non existence of PTAs in their primary schools.

SCERT Maharashtra reported existence of a state level PTA located at Pune. It was reported to have been established in 1960 and covered all categories of schools. It was reported to have parents and teachers elected to its executive committee every two years. This association, it was reported, was not affiliated to any National Level Organisation. It was also reported that almost 100% aided schools were affiliated to this association. For the primary schools, an exclusive PTA at the state level known as Maharashtra Palak Shikshak Sangh was reported to be in existence at Thane. It affiliated school level PTAs and charged Rs.75/- per year from aided schools as affiliation charges. Since most of the schools in the state are aided schools, the SCERT did not report on the position of Government schools. Instructions had been issued to primary schools to set up Village Education Committees and around 90% the schools are reported to have set up these committees. The PTAs/Village Education Committees were reported to be generally active and facilitated regular attendance in schools. The teachers were reported to be inclined to seek the cooperation of the parents and in their turn the parents willingly extended this cooperation. Inviting parents to school functions, opening of Adult Education Centres and public appreciation of contributions were reported to be the measures to improve cooperation between parents and teachers. It needs to be noted that the report from SCERT in Maharashtra was more detailed than the

one received from the Director of Education of the State.

SCERT Haryana reported the existence of a state level PTA which affiliated school level PTAs of only Government schools. Its executive was reported to have both elected and nominated office bearers with a term of only one year. This association was not reported to be affiliated to any National level PTA. This association was reported to be organising mainly cultural programmes with the help of its school level PTAs. No separate PTA for primary schools existed in the state. All primary schools had been instructed to set up PTAs in 1986. (The reference perhaps was to the setting up of Village Education Committees in pursuance of the NPE (1986). The inspecting staff was reported to be checking up the functioning of the PTA at the time of school inspection. Increase in school enrolment, regular attendance, provision of facilities, maintenance of school buildings and organisation of school functions were reported to be the main areas in which parent-teacher cooperation contributed in the state. The teachers were reported to be favourably inclined to seek cooperation of the parents and the parents were likewise willing to extend their help. Suggestions for improving cooperation were not made by the SCERT.

SCERT, Rajasthan reported non-existence of state level PTA in the state. The schools had been instructed to set up Village Education Committees in pursuance of the provisions of NPE (1986). These committees had been set up in around 80% of the schools and were reported to be generally effective. Increase in enrolment, regularity in attendance, provision of facilities, maintenance of school buildings, organisation of school functions were reported to be the main areas in which PTAs made a major contribution. Encouraging parents to discuss problems of their wards with the teachers, formation of Village Level Committees, public appreciation of contributions by individual parents, inviting village level functionaries were reported to be the measures to improve cooperation between parents and teachers in the rural areas.

Union Territory of Chandigarh reported non existence of UT level PTA but reported existence of PTAs in all primary schools. These PTAs were reported to be generally effective and helped in provision of facilities, help in academic activities and organisation of school functions. Suggestions for improving cooperation included inviting parents to school functions, inviting village level authorities and opening of Adult Education Centres.

The picture that emerged from these reports indicated that of the Eleven States and Two Union Territories from where reports were available, Maharashtra, Tamil Nadu and Haryana were the three states having state level PTAs which were effectively

functioning. All these three states were, however, educationally advanced states. These states had also school level PTAs established and functioning in a large number of primary schools though all schools were not reported to have PTAs. From among the educationally backward states reports were received only from Rajasthan and Uttar Pradesh. In both these states, no state level PTA was reported to be in existence. Of the two States only Rajasthan had issued instructions to set up Village Level Committees in pursuance of the provisions of NPE (1986) and has also reported effective functioning of these committees which help in the promotion of primary education. The picture in the other States and UTs is characterised by the non-existence of PTAs in the primary schools or non-availability of information on the subject with the state level authorities. The Union Territories of Andaman & Nicobar and Chandigarh have reported issuing of instructions to schools to set up Village Education Committees in pursuance of NPE (1986). Cooperation between parents and teachers in the field of primary education has generally been reported to be effective in increase in school enrolment, maintenance of school buildings, provision of facilities which are significant factors in promoting primary education. Encouragement to parents to attend school functions and to discuss problems of their wards with teachers and a public recognition of contribution (cash and kind) have been reported to be measures to improve cooperation between parents and teachers.

4.2 Views of Office Bearers of National, State and District Level PTAs

It was found that two Parent-Teacher Associations were functioning in the country at the National level. Both these Associations had their headquarters at Delhi. The President and Treasurer of one of these organisations known as the National Parent Teacher Association of India could be contacted for a discussion. The President of the other Association known as the Parent Teacher Association of India could be contacted over the phone but could not spare time for a discussion owing to ill health.

The Souvenir brought out by the National Parent Teacher Association of India in 1987 highlighting achievements of the last 35 years indicated that the Parent Teacher cooperation movement in India started in 1952 with the motto of "Better homes, Better schools, Better community and Better citizens." Initially the formulation of PTAs were tried out in some prestigious Higher Secondary Schools in Delhi. The success of these PTAs helped the Department of Education in Delhi to issue instructions to the schools to set up PTAs. The lead was taken up in other states in response to instructions sent by the Central Ministry of Education. This movement remained confined to Delhi till 1967 when the first National Convention of Parents and Teachers was organised which, besides arousing public interest resulted into

the formation of National Parent Teacher Association of India and Dr. Radhakrishnan, the then President of India became the Chief Patron of the Association. State branches of the Association were set up in Madras, West Bengal, Orissa, Andhra Pradesh, Gujarat, Uttar Pradesh and Rajasthan in 1964. The Association had been organising National Conferences from time to time and the 12th conference in the series was organised in 1987. The Association sought affiliation with the International Federation for Parent Teacher Education and the President of NPTA participated in the Annual General Conference of the International Federation at Neuchatel in Switzerland in 1972. The Parent Teacher quarterly magazine was started by the Association in 1963 and continued to be published till 1978 when paucity of resources resulted in its discontinuation.

The President of the Association in her discussions with the study team felt strongly that Parent Teacher cooperation movement being a voluntary efforts depended for its success on the patronage of the programmes by the educational administrators. She commended the work done by their Tamil Nadu branch and ascribed its success to the support extended the Director of Education in the state. On the organisational structure to keep links with states units of PTAs, she felt that large groups of voluntary workers devoted to the cause need to be trained by institutions like NCERT or NIEFA and the National leadership should also encourage and enthuse the masses to take interest in the proper functioning of the institutions at all levels. The National, State and District level PTAs needed to be financially supported by the Education Departments if the movement was to become successful. In her opinion, the masses in general particularly in the rural areas were not sufficiently enlightened to extend cooperation in academic matters but extended support for provision of facilities in the schools which were of direct benefits to their own children. She maintained that the schools particularly in the rural areas had to become community schools taking on themselves the responsibility of not only educating parents but even involving them in the process of educating their children.

The study team had a discussion with the President, Chief organiser and the Secretary of District Udaipur Students Parents Teachers Association at Udaipur (Rajasthan) at the time of data collection for the study. This Association which had organised a district level conference on educational issues in 1985 in the period of formulation of the National Policy on Education played an important role in expressing opinions on educational issues on behalf of parents, teachers and students. The office bearers of the Association felt strongly that students also need to be associated with the forums of parents and teachers. The President of the Association felt that setting up of PTAs in schools helped in solving many problems affecting the learning process in the students. It was claimed that cooperation of parents was easily

forthcoming in District Udaipur in particular and in the whole of Rajasthan in general. It was argued that this cooperation mostly got reflected in terms of provision of facilities in the schools and construction of school buildings. In view of the poverty and illiteracy of the parents, the cooperation between parents and teachers in terms of enrolment and retention of children in the schools particularly in the rural areas could not be claimed to be very tangible as parents of children not enrolled in schools generally stayed away from PTAs and had their own compulsions for withholding or withdrawing their children from the schools although the PTA succeeded in generating a climate for boosting enrolment and retention in the schools. The aversion of the parents to the education of girls was gradually getting removed and economic factors were mainly responsible now for non enrolment or premature withdrawal of children from schools. Attention of the office bearers of the Association was drawn to the distinction between parental cooperation and public cooperation in the context of education of the children. The examples cited by the office bearers of the Association of large numbers of good school buildings in the rural areas could be taken to be examples of public cooperation as against cooperation of the parents in the sense that contributors in these buildings were not necessarily parents of children studying in that school. This point was acceptable to the office bearers and it helped in clarifying the concept of parental cooperation which was the focus of this study. The President of the Association highlighted the faith that parents had in the teachers in the rural areas and felt that improvement in the work of the schools depended on the enthusiasm and capability of the teachers in mobilising parental cooperation which even among the illiterate and poor parents could considerably facilitate proper habit formation and study habits among the children. He argued that sustained efforts need to be put in to bring unwilling and ill-informed parents to the forum of PTAs in schools to provide them proper direction in facilitating learning on the part of their children.

Micro Level Data

4.3 Survey of Position in the Primary Schools

The questionnaire sent to the schools for collection of data had three main sections. The first section dealt with the setting up of Parent Teacher Associations. The second dealt with participation of parents in the programmes of PTAs and involvement of parents both within and outside the set up of PTAs. The third and the last section dealt with the reactions of the supervisory staff to the functioning of PTAs or seeking cooperation of parents in general.

The questionnaires duly filled in were received from 117 schools of the Mavli block in District Udaipur of Rajasthan and 74 schools of the Dadri block in District Gaziabad of Uttar

Pradesh. All the schools in the Dadri block except one reported that they did not have a PTA set up in their schools and left part on and first half of part II of the questionnaire blank. The position in Mayli block was different.

4.7.1 Formation of PTAs in Primary Schools

The position on the formation of PTAs in primary schools may be seen in Table 1.

Table 1 Formation of PTAs in Primary Schools

Sl No	State	No. of Schools in the sample	No. of Schools where PTA is set up	No. of Schools where PTA is set up in compliance of Orders
1.	Rajasthan	119	97 (82)	63 (65)
2.	Uttar Pradesh	74	1 (1)	-
	Total	193	98 (51)	63 (64)

Figure in parenthesis indicates percentage

It was found that only half of the sampled population of schools had a PTA functioning in the school. Around 80% schools in Rajasthan had a PTA while only one percent schools in U.P. reported having a PTA. In Rajasthan 65 per cent schools claimed to have set up PTA in response to instructions received from their authorities.

4.3.2 Duration of PTA set up in Primary Schools of Rajasthan

Data on this aspect was not available from primary schools of Uttar Pradesh. The data received from schools in Rajasthan may be seen in Table No. 2. It was found that while 29 per cent schools had PTAs set up for more than 5 years, 46 per cent had set up PTAs for only one or two years. 25 per cent schools had had this set up for three to four years. Only 18 per cent schools claimed that they received rules for setting up PTA from their authorities. This meant that while schools had been instructed to set up PTAs, the authorities left it to the teachers to decide the rules governing this set up.

Table 2 Duration of existence of PTAs in primary schools of Rajasthan and supply of rules governing this set up by the Education Department

No. of Schools where PTA is set up	Duration for which PTA has been set up (in terms of No. of schools)			Rules for setting up PTAs supplied by the Education Department (in terms of No. of schools)

	Years			
	1-2	3-4	5 and above	

97	45	24	20	17
	(46)	(25)	(29)	(18)

Figure in parenthesis indicates percentage

4.3.3 Funds for PTAs

Data on this aspect was also received only from Rajasthan. Details may be seen in Table No. 3.

Table 3 Collection of charges from students for PTAs in primary schools of Rajasthan

No. of schools in the sample where PTA is set up	Rates of yearly charges (in terms of no. of schools)		Purpose for which these funds are used
	Schools where charges are levied	Rates	
97	3	Re 1/- from classes I-II	i. School decoration
	6	Rs 5/- from classes III-IV	ii. Stationery
	1	Rs 2/- from all students	iii. Games and sports
	1	Rs 5/- from all students	iv. Drinking water facilities
	1	Re 1/- from classes III-V	v. Functions and meetings
	1	Occasionally depending on needs	
97	12		Total

It was found that there was a lot of variation in raising funds for the PTA functioning. This was perhaps on account of the non availability of clear instructions from the educational authorities.

4.3.4 Structure of PTAs

The position of the teacher in the executive committee of the PTAs in Rajasthan may be seen in Table No.4

Table 4 Teacher's place in the Executive Committees of PTAs in the primary schools of Rajasthan

No. of schools in the sample where PTA is set up	Teachers place as (In terms of no. of schools)					
	Presi- dent	Vice Presi- dent	Secy.	Jt. Secy.	Treasurer	Total
97	13 (13)	1 (1)	28 (29)	13 (13)	51 (53)	106 (109)

Figure in parenthesis indicates percentage

It was found that in 53 per cent schools, teachers occupied the position of Treasurer of PTA while in 29 percent schools they got Secretaryship. The President and Joint Secretary position went to the teachers in only 14 per cent of schools. In all they got 106 positions in 97 schools which indicated that more than one position was held by a teacher in the PTA executive committee in some schools. This indicates a low profile of teachers in the PTA set up in schools.

4.3.5 Frequency of PTA Meetings

The position in this regard is presented in Table 5.

Table 5 Annual frequency of PTA meets in the primary schools of Rajasthan

No. of schools in the sample where PTA is set up	Frequency of meetings (in terms of no. of schools)									
	1		2		3		4		5	
	Nos	%	Nos	%	No.	%	Nos.	%	Nos.	%
97	5	5	76	78	11	11	5	5	-	-

It was found that around 78 per cent PTAs met twice in a year. Five per cent PTAs met four times in a year and an equal percentage met only once in a year. PTAs meeting three times a year were only 12 per cent of the total. It was noted that the general pattern was to have two meetings of the PTA in the year though some PTAs met more often or less often as per demands of the situation.

4.3.6 Achievements Through PTAs

Table 6 Achievements through PTAs in Primary Schools of Rajasthan

No. of schools in the sample where PTA is set up	Achievements (in terms of no. of schools)			
	Increase in Enrol- ment	Reduc- tion of dropout & absent- eeism	Procure- ment of needed materials	Improving discipline
97	84 (87)	93 (96)	81 (84)	76 (78)

Figure in parenthesis indicate percentage

It was found that PTAs helped in reducing dropouts and absenteeism (96%), increasing enrolment (87%), procurement of needed material (84%) and in improving discipline (78%). Very few schools claimed help of the PTAs in maintenance of school buildings or in improving studies.

4.3.7 Participation in PTA Meetings

Data on this point was also available only from schools in Rajasthan. Only 33 (38%) schools claimed that almost all parents attended or attempted to attend meetings of the PTAs while 83 (86%) schools reported that all parents were invariably invited to attend these meetings. 64 (66%) schools reported that the decision to call the meetings was taken by the Headteachers while 17 (18%) schools claimed that this decision was taken by all the teachers. All 97 (82%) schools where PTAs were functioning reported that the Association was helpful in the effective functioning of the schools. Only 62 schools reported that almost all parents considered PTA as useful for the school. It was also claimed that all categories of parents came for participation in the meeting subject to the availability of time. 79 of the 97 schools where PTA was established claimed that they felt the need for seeking cooperation of parents who failed to attend the meetings of the PTA and made efforts to contact them at their residence (89%) invited them to the school (76%) and used the

influence of local leaders to persuade them to come to meetings (84%). 85 (88%) schools reported that they succeeded in this effort to a considerable extent though not in all cases.

4.3.8 Efforts to Contact Parents Outside the Forum of PTA

On this point and the remaining part of the questionnaire which does not have a bearing on the set up of PTA, data became available from schools in Uttar Pradesh which had reported non existence of PTAs in their school. 99 (83%) schools in Rajasthan and 65 (88%) schools in Uttar Pradesh reported that they contacted parents outside the forum of the PTA. Three main reasons for which these contacts were established were reported to be to check irregular attendance and indiscipline, increase in enrolment and provision of facilities in the schools in that order. These schools reported that they desired to get more cooperation from the parents and suggested in order of preference explaining the problems of the school to the parents (82%), inviting them to school functions (81%), seeking help of Village Panchayats (71%), and holding of Prabhat Pharees (67%) as measures to be adopted for this purpose.

4.3.9 Role of Supervisors in Promoting Cooperation between Parents and teachers

90 schools (76%) in Rajasthan and 58 (78%) schools in Uttar Pradesh reported that the supervisory staff checked the records of parent-teacher cooperation work at the time of school inspection. 50 (42%) schools in Rajasthan reported that the supervisory staff occasionally came to attend meetings of the PTA in the school when they were informed well in advance. 78 (66%) schools in Rajasthan and 23 (31%) schools in Uttar Pradesh reported that the supervisory staff met the parents at the time of school inspection. In order to improve the cooperation between parents and teachers, a large number of schools suggested that the supervisory staff should find time to join the teachers to discuss major issues with the parents. 87 (69%) schools in Rajasthan and 76 (49%) schools in Uttar Pradesh reported that the supervisory staff listened to the grievances of the parents at the time of inspection of the schools. 104 (87%) schools in Rajasthan and only 25 (34%) schools in Uttar Pradesh reported that they found the discussions between parents and supervisory staff useful in forging cooperation between parents and teachers.

4.4 Interviews with Primary School Teachers

In all 20 primary school teachers were interviewed with the interview schedule developed for this purpose. Twelve of these teachers belonged to the Mayli block of District Udaipur (Rajasthan) and eight teachers belonged to the Dadri block of Garwahad District (UP). The purpose was to elicit their views on teacher cooperation in the context of promotion of primary education.

4.4.1 Need for Meeting Parents

Table 7 Reaction of the Teachers on Need for Meeting Parents

Block	No of Tchs.	Feel the need for meeting parents		How often in a year			Meeting them in	
		Yes	No	One	Two	Three	Groups	Individual
Mayli	12	12 (100)	-		6	6 (50)	12 (100)	12 (100)
Dadri	8	6 (75)	2 (25)	1 (13)	6 (75)	1 (13)	5 (63)	6 (50)
Total	20	18 (90)	2 (10)	1 (5)	12 (60)	7 (35)	17 (85)	18 (90)

Figure in parentheses indicates percentage

It was found that around 90% teachers felt the need to contact parents. Sixty percent teachers meet the parents at least twice in a year while another 35% meet them more often. Teachers prefer to meet the parents in groups as well as individually the percentages on both scores being 85 and 90 respectively. Teachers in Rajasthan were found to be more inclined to seek cooperation of parents in their work.

4.4.2 Purpose of Calling Meetings of Parents

Table B Teacher's perception of purpose of calling meetings of parents

Sl No	Name of the School	No. of teachers	Purpose of calling a meeting		
			Interference of local authorities	Provision of facilities in school	Maintenance of school Building
1.	Mavli	12	8 (67)	12 (100)	16 (83)
2.	Dadri	8	6 (75)	4 (50)	4 (50)
3.	Total	20	14 (70)	16 (80)	14 (70)

Figure in paranthesis indicates percentage

It was found that about 80% teachers sought cooperation of parents for provision of facilities in the schools. Seventy percent expected them to help maintain school buildings and an equal percentage sought their help in enrolment and regular attendance of students. Interference of local authorities was not acceptable to any teacher as a purpose for calling a meeting of the parents.

4.4.3 Mode of Meeting Parents

All the twelve teachers reported that they called the parents to the school as well as went to meet them individually at their residences. It all depended on the purpose for which they wanted to meet the parents. Usually parents were called to the school for group meetings in which issues of a general nature were discussed.

4.4.4 Need for Meeting Parents of Individual Children

It was found that a large majority of teachers (90%) contacted individual parents on absence or irregular attendance of a child. Fifty percent teachers contacted parents when children came inadequately prepared for the school. The next reason given for contacting individual parents was misbehaviour on the part of the children (30%). Ill health of the child, slow learning or need for help in learning created needs for contacting individual parents in lesser number of cases though teachers did feel these needs.

Table 7 Teacher's Perception of Need for Meeting Parents of Individual Children

Block	No. of Tps.	Problems of Children Necessitating Meeting Parents					
		Absence of Teacher at classroom	Mis- behav- iour	Slow learn- er	Indgt. prepr. for school	Ill heal- th	Need for help in learning
Mavli	17	12 (100)	4 (77)	2 (17)	6 (50)	2 (17)	2 (17)
Dadri	8	6 (75)	2 (25)	1 (13)	4 (50)	2 (25)	2 (25)
Total	20	18 (90)	6 (30)	3 (15)	10 (50)	4 (20)	4 (20)

Figure in parenthesis indicates percentage

4.4.5 Availability of Parental Cooperation

All the teachers felt that parents cooperated with them in most of the occasions. This cooperation was forthcoming in controlling irregular attendance or absence from school. Only 4 (20%) of the 20 teachers felt that parents could help in improving learning or organisation of classroom activities. 12 (60%) felt that parents made cash and kind contributions for provision of facilities in the schools.

4.4.6 Community Support in Activities of the School

All the teachers felt that community support was forthcoming not only in enrolment drives and regularity of attendance of children but also in provision of facilities and in a limited way in maintenance of school buildings, provided the village elders could be convinced about these provisions. Financial help to needy children was rarely offered and likewise rarely accepted.

4.4.7 Increasing Cooperation between the School and Community

Teachers were evenly divided on the desirability of increasing contacts with the village community as they feared undue interference from village elders. Encouraging participation in school activities was acceptable to 80% teachers but it was felt that there were few occasions when parents could be invited to participate in functions of the school. Most of the teachers (60%) thought that instead of increasing involvement of the community in general in the activities of the school, better results would be achieved by involving parents of children coming to the school.

4.5 Interview with Parents

In all 30 parents were interviewed with the help of the interview schedule developed for that purpose. 18 parents were interviewed in the Navli block of District Udaipur, Rajasthan and 12 parents were interviewed in Dadri block of Uttar Pradesh. All these parents had their children studying in the sampled schools. 2 (11%) in Rajasthan and 1 (8%) in Uttar Pradesh had high school as their educational qualification while 14 (76%) in Rajasthan and 6 (50%) in Uttar Pradesh were illiterates. The sample was thus a fairly representative one of the rural population in the two states.

4.5.1 Parent-Teacher Cooperation - Expectance of Parents

All the parents claimed that school teacher contacted them from time to time. Sometimes the teachers came to see them and on some occasions they invited them to visit the school. While parents in Rajasthan claimed to have at least one or two occasions in a year to attend meetings of the PTA in the school, the parents in Uttar Pradesh reported that group meetings in schools were organised by the teachers to discuss general problems of the school while individual problems were discussed mostly when teachers came to see them. The parents claimed that teachers visited homes in the beginning of the year persuading parents to get their children admitted to the school while they were occasionally contacted in connection with absence of the child from school, inadequate preparation of the child for school or complaints of misbehaviour. 5 (42%) parents in Uttar Pradesh and 7 (44%) in Rajasthan complained of undue pressurisation by teachers to arrange for studies at home which they were unable to help. 66% parents claimed that they were contacted by teachers to arrange for drinking water or other facilities in the schools. 86% parents (100% in Rajasthan) claimed that they agreed with the suggestions of the teachers and tried to act on their advice though sometimes they found it difficult to accept the advice of the teachers. Only two parents (17%) in UP and 1 (6%) in Rajasthan claimed that they sometimes got annoyed with the teachers when they made undue demands or met out harsh punishments to their children. The only parent in Rajasthan who claimed not to be able to accept the advice of the teachers on all occasions cited an example of teachers insistence on provision of school dress to the child which he was unable to arrange. The parents had no specific grouse against the teachers except two parents in Uttar Pradesh hinted out occasional absence of the teachers from the school. They claimed that the teachers generally listened to their problems and a situation of confrontation never arose as they had regards for their teachers and had faith in their competence. All parents in Rajasthan claimed that they went to attend the meetings of PTAs whenever they could spare time for it. This was so as they considered the school to be a seat of learning for their children and behaved in the goodwill of the teachers. 15th August and 26th January were

the two occasions when schools organised functions and held PTA meetings in Rajasthan. 80% parents claimed that they went to attend these meetings. Parents in Uttar Pradesh claimed to have had only one or two occasion to go to school when sports meets or cultural programmes were put up by the children. Only two (17%) parents in Rajasthan and 4 (33%) parents in Uttar Pradesh reported that they contacted teachers occasionally to know the progress of studies of their children. Most parents in Rajasthan felt that they never thought of that as the teachers were the right persons to look after those problems.

4.5.2 Parent Teacher Cooperation - Views of Parents

All the parents reported that the visits of teachers to their homes and their visits to the school had a toning up effect on their children. Frequent contacts were, therefore, considered desirable. The parents generally complained of their inactivity to contact the teachers. 70% parents claimed that teachers would not encourage them to visit the schools too often as they complained of loss of time on account of these visits. Most parents had only one suggestion to make to improve the functioning of the schools and their suggestion was that teachers should work hard in the schools and help the children to make progress in their studies.

4.6 Interviews with Supervisors

Two supervisors of schools in each state connected with the sampled schools were involved with the help of the interview schedule developed for that purpose. All the four supervisors were not sure if all the primary school teachers sought the cooperation of the parents. They argued that lady teachers had their own reservations in going to meet parents at their residences. In the rural areas contacting parents during school hours was not possible. The male members who mattered in decision making would not be at home during school hours and ladies who would be available would not help solve the problems as they would not go beyond exchange of pleasantries. All the four supervisors felt that seeking meaningful cooperation of the parents required perseverance on the part of the teachers. They felt that most teachers looked at such efforts from the standpoint of gain and loss and found it less rewarding to visit homes of their students. Instead they found it more convenient to call the parents to the schools as per their convenience. As a consequence they felt that the cooperation received from parents was fairly limited. Two supervisors reflecting on the developments in the past felt that with the passage of time, outlook of parents has considerably changed and instead of coming forward to help the teachers in provision of facilities to the schools, they start grumbling and accuse teachers of failure in getting things done by their Departments. This has discouraged teachers from seeking help from parents. The help that is now

forthcoming is in the area of enrolment and regular attendance of children. The supervisors asserted that they met parents when they visited schools but could not go to schools too frequently to help the teachers. Encouraging teachers to seek cooperation of the parents had little success as teachers who do not want to meet parents would not do so in spite of persuasion or encouragement. Teachers about to get promoted do make extra efforts to show their achievements, as success in this field was recognised for purposes of promotion. Complaints from parents on various counts kept on coming in and most of these complaints are about irregular attendance of teachers. The supervisors from Rajasthan felt that the setting up of PTAs helped in improvement of schools even where PTAs are not very active. It provides a forum to the parents to express their problems. Supervisors from Uttar Pradesh had no opinion to express on the subject and felt that it had marginal benefits to offer to the schools.

Instructions for setting up Village Education Committees have not been issued in both the states. All the supervisors were not very sure if District or State level PTAs had much contributions to make to the functioning of the school level PTAs as school problems were local specific in which District or State level PTA could not help much.

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

5.1 Inadequate Information

The picture that emerged from the Macro level data was not found to be elaborate enough to make generalisations for the country as a whole. Data from 11 States and Union Territories was available which included only two of the ten educationally backward states. The reason stated, happened to be the ones from where micro level data was also collected. This limitation crept in on account of the paucity of time on the one hand and the vastness of the country on the other hand. Collection of data from 32 States and Union Territories had to be managed mainly through correspondence which was bound to erode the time specificity of the study. The data from the remaining State/UTs may flow in later necessitating the revision of the findings subsequently.

5.2 Lack of Adequate Studies

The report from State Institutes of Education in Himachal Pradesh and Punjab referring the matter to the Director of Education in the state and the Director of Education and Director SCERT Tamil Nadu referring the matter to Tamil Nadu Parent Teacher Association indicated that these academic institutions in the states had no specific information with regard to the formation and functioning of PTAs in their schools. It suggested that not much had been done by way of a study of parent teacher cooperation and its impact on promotion or management of primary education. Deserts of literature available on the subject was also identified in the context of review of literature. It could be concluded that the area of parent teacher cooperation did not attract researchers and writers to a considerable extent.

5.3 Variation in Culture

The data received from the state level authorities revealed that there was no uniformity either with regard to the setting up of PTAs in the schools, or by way of appreciation of work in this field as contributing to either promotion or effective management of primary education. Even within the two educationally backward states of Uttar Pradesh and Rajasthan, no uniformity of pattern was discernible. Rajasthan schools have had PTAs and have also been instructed to set up Village Education Committees while the report from Uttar Pradesh revealed the absence of both the measures. Interestingly greater interest in setting up PTAs in schools and at state level was discernible in the three educationally advanced State of Maharashtra, Tamil Nadu and Haryana. Reports of the National Parent Teacher Association of India (NPTAI) had also highlighted the good work done in Tamil Nadu

and Maharashtra and mentioned Uttar Pradesh and Rajasthan from among the educational backward states as having set up state level Parent Teacher Association which also had not now been reported as existing. This besides lack of uniformity in the organisation of Parent Teacher Cooperation work in different parts of the country, it was also noted that the patterns within the same state varied with the passage of time or else the reporting agency did not have information of the developments. This was all the more understandable as Uttar Pradesh and Maharashtra clearly indicated it to be belonging to the voluntary efforts at different level.

5.4 Work Characterised by Top

The structural set up of the parent-teacher cooperation movement, if it could be called a movement as claimed by the National Parent Teacher Association of India in its souvenir, existed in the form of State, District and School level (Rajasthan) State (Tamil Nadu and Haryana) and National (NPTA) levels. It was found to be neither all pervasive nor adequately coordinated. The NPTA, for instance, never claimed having set up state units in all parts of the country during the 75 years of its existence and the Udaipur District Parent Teacher Students Association in Rajasthan never sought affiliation with a State or National level PTA. The Tamil Nadu Parent Teacher Association was widely acknowledged to have launched a successful state wide drive for (i) provision of mid-day meals to the needy children in the schools, improving enrolment and retention and (ii) provision of equipment, materials and facilities to schools through public cooperation. This example was, however, either not followed or could not be made effective in the other States/UTs much less in the educationally backward states which needed it the most. The NPTA drew attention to these developments in the National conventions but could not, perhaps, help in generating similar movements in the other parts of the country much less in the educationally backward states where it would have brought about desired improvement in the efforts to universalise elementary education. Official support and patronage of these organisations also seemed to have vacillated from time to time and the closure of the quarterly magazine by the NPTA on account of financial constraints indicated the weak financial support that was available to the organisations.

5.5 Cooperation at the School Level

The data revealed that parent teacher cooperation received attention of the teachers as well as the parents. A large number of sampled schools in Rajasthan were found to have established PTAs. The fact that all schools did not have a PTA inspite of instructions to this effect having been issued by the authorities indicated that follow-up action on these instructions was not adequately pursued. This could be indicative of lack of importance attached to this development in the context of management of primary education. Besides the set up of PTA which sampled schools

in Uttar Pradesh did not have, 80 per cent teachers in the state claimed that they sought the cooperation of the parents and got it in adequate measure. The parents in both the states reported that school teachers contacted them from time to time to discuss problems related to their children and also invited them to visit the schools. The views of the supervisors also confirmed this point though they felt that success in this effort varied from place to place. This indicated that irrespective of the setting up of Parent Teacher Associations, a large majority of the school teachers established a rapport with the parents to overcome problems in the education of the children.

5.6 Enrolment and Retention as Main Areas of Success

The two main areas of work in the field of primary education in which success was claimed by the teachers through parental cooperation were reported to be the increase in enrolments and better retention of the children in the schools. The other two areas where some success was reported related to procurement of facilities and, in a limited way, the maintenance of school buildings. It was found that the teachers claimed almost no success in the academic work although expectation of such help had been highlighted in the literature available on the subject. This was, perhaps, because of the rural background of the sampled schools where a large number of parents were illiterate and unable to spare time even to meet the teachers to enquire about the studies of their children. Achievements in the area of improving enrolment and retention goes a long way in achieving targets of Universalisation of Elementary Education. This would suggest that efforts have to be made to improve cooperation between teachers and parents. The data with regard to participation of parents in the meetings of PTA indicated that all the parents never come to attend the meetings and the teachers had their own limitations in contacting all the parents. This would suggest that greater attention had to be paid to educating parents to take interest in the studies of their children so that all parents manage to find time to discuss problems relating to the education of their children. The Village Education Committee recommended to be set up in pursuance of the National Policy on Education (1986) could take upon itself the responsibility of educating parents particularly belonging to the poorer strata of the society. Provision of facilities does help in improving the holding power of the schools and had to be appreciated even if the success achieved in it was claimed to be inadequate. Poor people could not be expected to do much in this area and if some parents resented such demands as had been reported, the teachers had to restrain themselves. It was worth noting that the implementation of the scheme of 'Operation Blackboard' as recommended by the NPE (1986) would remove the inadequate provision of facilities though only upto a basic minimum level. The teacher would not have to look forward to getting this help from the parents which in a way will take away a major irritant in seeking the cooperation of the parents.

5.7 The Emerging Trend in Parent Teacher Cooperation

Interviews with some teachers in both the states revealed reluctance and inability to contacting parents. Likewise some parents reported teacher demands on their time and resources by the teachers. The reports also highlighted at complaints by parents regarding irregular attendance of teachers. These reports indicated a distortion in the once inspiring image of the teachers and an awakening in the parents with regard to the responsibilities of the schools. It could be expected that the younger generation of parents whose children will now be coming to schools will have had some exposure to programmes of education and the younger generation of teachers will have better academic achievements for their credit in view of the stiff competition in the employment market. As a consequence, the emerging trend in the relationship between parents and teachers will be characterised by greater professionalism. The cooperation between teachers and parents will focus at the learning process and learning environment of children rather than on mere enrolment and retention as was found to be the case so far. The need for parental education with regard to their role and expectations in the context of the education of the children will have to receive greater importance in future.

5.8 Official Appreciation of Cooperation Between Parents and Teachers

There did not, at present, exist sufficient appreciation of the valuable contribution that parent teacher cooperation could make in improving the quality of primary education in the rural areas and in difficult educational contexts. Associations formed at different levels locally received much official patronage and very little, if any, of financial and administrative support. Even the good work done by the teachers in this area was not being adequately recognised in the sense that the supervisory staff did not seem to pay much attention to it and perhaps did pretty little to help the teachers in this effort. The awards for good work given to teachers at different levels did recognise work done in procurement of land and construction of buildings but that was hardly adequate as it was more an appreciation of public cooperation rather than cooperation of parents. There was, perhaps, a need to appreciate the work done by teacher in this area at the time of school inspections even if the work done was intangible in character. The supervisory staff need to look into problems and difficulties faced by teachers in this work and support them in these efforts. The inservice teacher education programmes could focus attention on the need for such work.

5.9 Need of Evaluation Studies

In view of the dearth of literature, particularly research work in this area, parent teacher cooperation as an effective

means of promoting elementary education in the country seemed to have stayed at the level of expectation without adequate scrutiny. There was sufficient scope for taking up research work and preparation of literature for the guidance of teachers and educational administrators. There was need to encourage and support such efforts.

5.10 Findings and Conclusions

The major findings of the study can be summarised as:

- (i) There was a lack of adequate information at different levels with regard to the structural pattern, operational designs and achievements and shortcomings in the area of parent teacher cooperation affecting the promotion and management of elementary education in the country;
- (ii) Adequate research studies in this field had not been undertaken;
- (iii) There was a lot of variation in the patterns of parent teacher cooperation discernible in different parts of the country;
- (iv) There were no specified management structures for promoting cooperation between parents and teachers and whatever management structures were obtainable were not well coordinated and supported;
- (v) At the school level, particularly in the rural areas, cooperation of the parents was sought by the teachers both through the formation of PTA and even without it and parents willingly extend this cooperation though within certain limitations;
- (vi) Major achievements through such cooperation were claimed to be improvement in enrolment and retention though some achievements in provision of facilities and maintenance of school buildings was also reported;
- (vii) The emerging trend appeared to be characterised by greater professionalism wherein teachers and parents would focus attention on the learning process and learning environment in the context of the education of the children;
- (viii) There was need for official recognition, patronage and support to efforts aimed at forging cooperation between parents and teachers; and
- (ix) There was need for research studies and preparation of literature ~~in this area.~~

APPENDICES

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
DEPARTMENT OF PRE-SCHOOL AND ELEMENTARY EDUCATION

Subject: A study of the parent-teacher cooperation for the
promotion and effective management of primary education

QUESTIONNAIRE FOR STATE LEVEL AUTHORITIES

Section A: Identification Data

1. Name of the officer filling in
the questionnaire

.....

2. Designation

.....

3. Name of the Institute/Office

.....

4. Postal Address

.....

.....

.....

.....

Section B: Parent-teacher cooperation at primary school stage
-Structure

1. Do you have a State level (Govt. or voluntary)
Parent-teacher Association in your State? Yes/No

2. Please supply the following details in respect
of this P.T.A (In case there are more than one
P.T.A.'s, please append details in respect of all
the P.T.A.'s)

(i) Name of the P.T.A. _____

(ii) Its postal address _____

(iii) Year of establishment _____

(iv) Area of operation - all schools
- only Govt. schools
- only aided schools
- any other (please specify)

(v) Structural pattern

Post	Held by teacher/ parent	Elected/ permanent	Duration of holding the post
------	-------------------------------	-----------------------	---------------------------------

President
Vice President
Secretary
Joint Secretary
Cashier

3. Is it affiliated to some National organisation? Yes/No

4. If yes, please supply the name and postal address
of the affiliating organisation at the national level

5. Please list the functions of the state level P.T.A.

- coordination of activities at the school level
- exchange of ideas
- support to Affiliated organisations
- any other (please specify)

6. What percentage of schools are affiliated to this P.T.A.?

- Govt. schools
- Aided schools
- Un-aided schools

7. Is there any P.T.A at the state level exclusively functioning for the primary school stage ?

Yes/No

8. If yes, please provide the following details:

- (i) Name: -----
- (ii) Postal address: -----

- (iii) Year of establishment -----
- (iv) No. of schools affiliated -----

9. Does the state level P.T.A charge fees from the affiliated schools ?

Yes/No

10. If yes, please give details of such charges for different categories of schools:

Annual charges from Govt. schools Rs. -----
from aided schools Rs. -----
from other schools Rs. -----
Other charges (please specify)

11. Have instructions been issued to the primary schools to set up PTA's ? Yes/No
12. Please append a copy of these instructions.
13. Have the primary schools been provided with model bye-laws to set up PTA's ? Yes/No
14. Please append a copy of these bye-laws.
15. Have PTA's been set up in all the primary schools in your state ? Yes/No
16. What is the percentage of primary schools not having PTA's ? ----- %
17. Does the inspecting staff check up the functioning of PTA's in the primary schools ? Yes/No

Section C : Parent-teacher cooperation at the primary school stage - Assessment

1. Do you feel that PTA's in primary schools are generally effective in your state ? Yes/No
2. Please provide a list (with postal addresses) of primary schools where cooperation between parents and teachers has been most effective.

3. Please list the areas of work in which cooperation of the parents is easily forthcoming in primary schools

- enrolment
 - regular attendance
 - provision of facilities
 - maintenance of school building
 - help in academic activities
 - organisation of school functions
 - control on regular attendance of teachers
 - any other (please specify)
-
-

4. Please list the areas of work in the field of primary education in which it is difficult to seek the cooperation of the parents ?

5. Do the teachers in primary schools feel inclined to seek the cooperation of the parents? Yes/No
6. Do the teachers encourage parents to discuss educational problems of their wards with them Yes/No
7. Do the parents appreciate the demand for co-operation made by the teachers? Yes/No
8. Do the parents willingly come to attend the meetings of the PTAs? Yes/No
9. If not, do they have to be persuaded to attend the meetings? Yes/No

10. Please suggest measures to improve the cooperation between parents and teachers in the context of promotion and management of primary education particularly in the rural areas.

- Inviting parents to school functions
- Educating parents through cultural programmes and prabhat pheries
- Inviting village level functionaries to discuss problems of the school
- Forming of village level education committees
- Opening adult education centre at the school premises
- Encouraging parents to discuss problems of their wards with the teachers
- Public appreciation of contributions (cash and kind) by individual parents
- Any other (please specify)

Signatures_____

Name_____

Designation_____

Office seal and address

=====

Please return the questionnaire duly filled in to:

Dr. R.K. Gupta,
Reader in Education,
Department of Pre-School & Elementary Education,
(NCERT), NIE Campus, Sri Aurobindo Marg,
New Delhi-110016.

राष्ट्रप्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण प्रसार
विद्यालय-दूर से प्राथमिक शिक्षा विभाग
=====

शिक्षक-विद्यार्थी सम्बंधी अध्ययन

अध्यापकों सम्बंधी प्रश्नावली

भाग-क पंचियात्मक विरण

1. अध्यापक का नाम _____
2. अध्यापक का शिक्षण अनुभव _____
3. अध्यापक की आयु _____
4. पठशाला का नाम _____
5. पठशाला का लोक मत _____

भाग-ख अभिभावक-शिक्षक संघ के गठन सम्बंधी विवरण:-

1. क्या आपको पठशाला में अभिभावक-शिक्षक संघ गठित हुआ है ?
हां/नहीं _____
2. क्या अभिभावक-शिक्षक संघ का गठन विभागाध्यक्षादेश के अंतर्गत
हुआ है ?
हां/नहीं _____
3. कृपया भाग आदेश को एक प्रति संग्रहित करें ।

4. इस संघ को आप कितने वर्षों से गठित करके रहे हैं ?
_____ वर्ष _____

5. क्या आप के पास इस संधि को मंजूर करने के लिए नियमावली विभाजन द्वारा भेजा गया है ?
6. कृपया उस नियमावली को एक संलग्न करें ।
7. क्या इस संधि को चलाने हेतु छात्रों से चन्दा लिया जाता है ?
हाँ/नहीं _____
8. नियमानुसार छात्रों से जो चन्दा लिया जाता है उस का विवरण _____ प्रति मास _____
9. इस धन का उपयोग आप किन-2 कामों के लिए करते हैं ?
10. अभिभावक शिक्षक संधि के पदाधिकारियों सम्बंधी विवरण नीचे की तालिका में दें ।
- अध्यक्ष _____ अभिभावक/मुख्याध्यापक /जल
उपाध्यक्ष _____
मंत्री _____
सहायक मंत्री _____
कोषाध्यक्ष _____
11. इस संधि को बैठक वर्ष में कितनी बार होता है एक/दो/तीन/अधिक ?
विवरण दें ।

12. क्या इन बच्चों का आजीवन विभागीय आदेशों को पूर्ण
देनु किया जाता है ।
हाँ/नहीं _____
13. इन बच्चों में होने वाली घबराहटों का मूल प्रारूप बताएं ।

14. इस संघ के गठन से पाठशाला को होने वाली उपलब्धियों का
विवरण दें ।
- §1§ छात्रों के पंजीकरण देनु

- §2§ छात्रों को अनुपस्थिति रोकने देनु

- §3§ पाठशाला के आवश्यक सामग्री के अभाव को पूर्ण देनु

- §4§ पाठशाला अनुशासन सुधार देनु

- §5§ अन्य श्रृंखला विवरण दें § ।

15. उन बच्चों का विवरण दें जिन का समाधान आप इस संघ से कराना
चाहते थे किन्तु जिन पर सफलता नहीं मिली ।
- §1§ छात्रों का पंजीकरण

- §2§ छात्रों को अनुपस्थिति रोकना

- §3§ सामग्री को अभाव पूर्ण

॥५॥ पाठशाला सुधारण सुधार

॥५॥ शांति भान ना रख रखाव

॥६॥ अन्य विचारणा हैं ? ।

॥१॥ अभिभावक-शांति संघ में भागीदारों सम्बंधी विचारणा: -

1. क्या सभी छात्रों के अभिभावक इस संघ की बैठकों में आते हैं ?
हाँ/नहीं

2. क्या सभी अभिभावकों की हर बैठक के लिए बुलाया जाता है ?
हाँ/नहीं

3. बैठक बुलाने का भिण्यि कौन लेता है ।

सभी अध्यापक

मुख्याध्यापक

संघ प्रधान

कार्यकारणी

अन्य कृपया विचारणा हैं

4. आप इस संघका गठन क्यों आवश्यक समझते हैं

5. क्या सभी अभिभावक इस संघ को आवश्यक समझते हैं ।

6. क्या संघ को बैठकों में आने वाले अभिभाजकों का विवरण है ।
 विवरण _____
 अभिभाजित _____
 अनुपस्थित _____
 कितना _____
 अन्य विवरण दें । _____
7. क्या आप को इन अभिभाजकों से सहयोग पाने की आवश्यकता होती है जो संघ की बैठकों में नहीं आते ?
 हाँ/नहीं _____
8. बैठकों में न आने वाले अभिभाजकों से आप सहयोग कैसे पाने का प्रयास करते हैं ।
 उनको जा कर मिलते हैं _____
 उन को बुलाते हैं _____
 गाँव के प्रमुख व्यक्तियों से सहायता लेते हैं _____
 अन्य विवरण दें । _____
9. क्या इस में आप को सफलता मिलती है।
 हाँ/नहीं _____
10. क्या संघ की बैठकों के अतिरिक्त आप अभिभाजकों से सम्पर्क साधते हैं ?
 हाँ/नहीं _____
11. उन समस्याओं का विवरण दें जिन को लेकर आप अभिभाजकों से सम्पर्क करते हैं ।

१११ छात्रों के शाली सम्बंधों

१२१ अनुपस्थिति और अनुशासन हीनता सम्बंधों

१३१ पुनर्वास प्रणालि सम्बंधों

१४१ अन्य प्रणालि विवरण दें १ ।

12. क्या आप अभिभावकों से और अधिक सहयोग पाने की आवश्यकता महसूस करते हैं ।

हाँ/नहीं _____

13. अधिक सहयोग पाने के लिए किस प्रकार के प्रयास किए जाने चाहियें प्रणालि विवरण दें १ ।

१११ प्रयास करने निकालना _____

१२१ अभिभावकों को समझाना _____

१३१ शाला के आयोजनों में उन को बुलाना _____

१४१ पंचायत की सहायता लेना _____

१५१ अन्य विवरण दें १ _____

भाग-१४१ अभिभावक शिक्षक सहयोग पर अधिकारी वर्ग के विचारों का विवरण :- _____

1. क्या पाठशाला निरोधन के समय अधिकारी वर्ग अभिभावक शिक्षक सहयोग का विवरण माँगते हैं १

हाँ/नहीं _____

2. क्या का अभिभावक द्वारा संयोजकियों में उपस्थित होते हैं
हाँ/नहीं _____
3. क्या निरीक्षण के समय 12 अभिभावकों से समस्याओं को चर्चा
करते हैं।
हाँ/नहीं _____
4. अभिभावक द्वारा उपयोग को सुधारने के लिए आप अधिकारी
कर्म से क्या अपेक्षा करते हैं ?

5. अभिभावकों के विचारों को सुनने के लिए क्या अधिकारी कर्म
समय देता है।
हाँ/नहीं _____
निरीक्षण के समय _____
आपने कार्यालय में _____
अन्य श्रद्धांश दें। _____

6. क्या आप अधिकारियों द्वारा अभिभावकों से विचार विमर्श
करना उचित समझते हैं।
हाँ/नहीं _____

हस्ताक्षर _____

नाम _____

पद _____

पाठशाला _____

National Council of Educational Research and Training
Deptt. of Preschool and Elementary Education

Subject : A study of parent-teacher cooperation in the context of
promotion and effective management of primary education
particularly in the rural areas.

INTERVIEW SCHEDULE FOR PRIMARY SCHOOL TEACHERS

Section A : Identification data

- | | |
|-------------------------------|--------|
| 1. Name of the teacher | 2. Age |
| 3. Experience of teaching | |
| 4. Name and address of school | |

Section B : parent-teacher cooperation - Views

- | | |
|---|-----------------------|
| 1. Do you ever feel the need for meeting
parents ? | Yes/No |
| If yes, how many times in a year ? | Once/twice/many times |
| 2. Do you meet them in a big group/or
individually ? | Group/Individually |

3. Why do you call a meeting of group of parents?

- for enrolment of children
- for provision of facilities (drinking water, teaching learning material)
- for problems relating to maintenance of building
- for problems relating to interference of local level authorities.

4. How do you arrange the meeting with individual parents?

- call them to school
- go to visit them

5. What type of problems make you feel the need for meeting parents of individual children?

- non-attendance/irregular attendance
- misbehaviour
- slow learning
- inadequate preparedness of child for coming to school
- ill health of child
- need for help in teaching-learning activities

6. Do all the parents welcome these meetings? Yes/No

If no, which category of parents are reluctant to meet you?

- economically poor
- illiterate
- educated

7. Do they generally cooperate with you in solving the problems cases? Yes/No

If yes, in what type of problems do you get their cooperation?

- attendance
- help in improving the progress of child
- help in school/classroom activities
- contribution in cash/kind

8. Does the community as a whole take interest in the activities of the school ?

Yes/No

If yes, what type of help do they offer ?

- enrolment
- provision of facilities
- maintenance/repair of building,
- organising functions
- financial help to needy children

9. How do you think the cooperation between the school and community can be improved further ?

- calling for suggestions to improve school environment
- increasing frequency of meetings
- encouraging participation in school activities
- discussing and taking remedial steps for problems of individual children

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
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INTERVIEW SCHEDULE FOR PARENTS

Section A: Identification data

1. Name of the parent :
2. Male/Female
3. Age :
4. Name and address of the school where his/her children study :
5. Educational qualifications :
 - illiterate
 - semi-literate
 - passed middle school
 - high school
 - above high school
6. Profession :

Section B: Parent-teacher cooperation - Experience

1. Do the school teachers contact you ? Yes/No

2. How do the teachers contact you ?

- they come to see you
 - they call you to the school
 - they call you for a meeting of PTA
 - Others (Specify)
-
-

3. For what purposes do the teachers contact you ?

- to persuade for admission of children
 - to report misbehaviour of children
 - to report inadequate preparation of the child for school
 - to report low achievement in studies
 - others (please specify)
-
-

4. Do you generally agree with the suggestions of the teachers ? Yes/No

5. Do you generally act on their advice ? Yes/No

6. Do you some times get annoyed when teachers make undue demands on your time and resources ? Yes/No

7. Can you recall one or two occasions when you did not appreciate the call of the teachers ?

8. Do you generally discuss the undesirable demands of the teachers with other parents ? Yes/No

9. Do they generally agree with your views ? Yes/No

10. In such situations do you go to the school to voice your protest ? Yes/No

11. Do the teachers listen to your grievances patiently ? Yes/No

12. What do you do if the teachers do not accept your views ?

- protest to the Headmaster
- write to the Education office
- raise it in the Panchayat
- raise it in the PTA
- any other (please specify)

13. Are you called upon to attend meetings of the PTA ?

Yes/No

14. How often are these meetings held in a year ?

Once/twice/many times

15. Do you always go to attend these meetings ?

Yes/No

16. Why do you go to attend these meetings ?

- problems of our children are discussed
- provides an opportunity to meet others
- any other (please specify)

17. State reasons for not attending these meetings

- nothing useful is discussed
- the main purpose is funds collection which we can not afford
- nobody bothers about our presence

18. Are you invited to attend functions in the school ?

Yes/No

19. Do you go to attend these functions ?

Yes/No

20. Do you like these function ?

Yes/No

21. Do you contact the teachers to know the progress of studies of your wards ?

Yes/No

22. Do the teachers welcome you on these visits ?

Yes/No

23. How often do you contact the teachers in a year ?

Once/twice/Many times

Section C: Parent-teacher cooperation - Views

1. Do you think that the behaviour of your children improves when they find that teachers contact you to report progress and problems ? Yes/No
2. Likewise do you think that the behaviour of your children improves when they find that you often go to meet the teachers ? Yes/No
3. Are you satisfied with the nature of contact you have with the teachers at present ? Yes/No
4. Do you think there should be much more contact with the teachers ? Yes/No
5. Do you think the teachers will welcome frequent visits by you to the school ? Yes/No
6. Do you think that parents should regularly get together to review the functioning of the schools ? Yes/No
7. Please suggest measures to improve the functioning of the FTA in your school

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INTERVIEW SCHEDULE FOR SUPERVISORS

1. Name of the Supervisor -----
2. Name of the Block with -----
postal address -----

PARENT TEACHER COOPERATION - EXPERIENCE

1. Do you think that teachers in primary schools generally seek the cooperation of the parents ? Yes/No
2. To what extent do they succeed in this effort ?
3. What are the areas of work in which parent teacher cooperation is generally found effective ?
- Enrolment drive
 - Control on absenteeism
 - Control on indiscipline
 - provision of facilities
 - School buildings
 - Learning support to weak students

4. Do you find time to meet the parents to help promotion of cooperation with the teachers?
5. What do you do to encourage teachers to make efforts for mobilising parental support in the work of the school?
6. Are the efforts of the teachers in seeking cooperation of parents recognised for purposes of promotion/award?
7. Do you listen to the parents complaining about irregularities in schools?
8. What is the nature and volume of these complaints?
9. Do you consider PTA as an effective forum in promoting parent-teacher cooperation?
10. Have instructions been issued to the schools to set up PTAs?
11. Are PTAs at District/State/National level helpful in the work of the schools?